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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and selected sample materials, is designed to introduce students to educational careers. The learning packets examine the careers of: teacher, administrator, counselor, supervisor, librarian, nursery school teacher, educational aide, and speech and hearing clinician. The introduction discusses purpose, strategy, and introductory activities (self-analysis quiz). The learning activities are organized into objectives, activities, and resources, and include activities such as job analysis, interviews, role playing, compilation of job information, field trips, and reports. The appendix includes suggestions and forms for classroom observation, a student observer evaluation form and final evaluation forms for both student and teacher. (JB)

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CAREER EXPLORATION 9 – 10

EXPLORING CAREERS

IN

EDUCATION

First Edition
1972

CE003749

CAREER DEVELOPMENT K – 10
CINCINNATI PUBLIC SCHOOLS

ED106577

CAREER EXPLORATION

Grades 9-10

Cincinnati Public Schools

Career Exploration of

OCCUPATIONS IN EDUCATION

(Tentative)

First Edition
1972

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

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FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about a Group Work Trait that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

ACKNOWLEDGEMENTS

This manual was developed by Mrs. Linda Jolley, English Teacher at Campbell Junior High School and Mrs. Carol Beirne, English Teacher at Schwab Junior High School. Jerome Braun, Supervisor, Secondary School Science, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Director of Instructional Services.

I. INTRODUCTION

OCCUPATIONS IN EDUCATION

I. INTRODUCTION

The purpose of this course is for the students to become familiar with the many different fields in education and different types of teachers. The different areas to be explored are administration, counselors, teachers, librarians, teacher aides, supervisors, and nursery school workers.

The course will include much observation and, hopefully, some on-the-job experience.

A. Strategy

The unit will begin with introductory activities which should be done as a class to get the feeling of the course.

After these are completed, it is suggested that the entire class do learning packet #1, The Teacher. From there, the class should proceed with the rest of the learning packets. The method used to complete the learning packets can be decided on by the class and the teacher. One way might be to have the students choose a certain number of those packets in which they are interested.

While doing the learning packets, the students will choose one of the occupations (except teachers) to observe. The student will have this person he has selected for five hours--whenever it is convenient for the person to be observed and the student doing the observing. All the learning packets may be studied as a class, or the students may proceed through all of the packets at their own pace. It is suggested that 3/4 of the class time (25-30 hours) be devoted to this.

After the learning packets section has been completed, the students can observe teachers; suggestions and forms are included for this activity.

Evaluation will be made by the teacher according to the completion of the behavioral objectives and activities in each learning packet. After the course is completed, give students the student evaluation form to complete and return to the Supervising Teacher, Career Education, along with the Teacher Evaluation.

B. Introductory Activities

1. Give Self-Analysis Quiz to all students.

2. Show Visual Aid #7645 "Portrait of a Classroom Teacher."

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	_____ _____ _____	Make below average grades
Learn quickly	_____ _____ _____	Learn slowly
Enjoy reading books, magazines, etc.	_____ _____ _____	Enjoy reading comics
Like school and do extra work	_____ _____ _____	Do only schoolwork that is necessary
Talk and write well	_____ _____ _____	Talk and write poorly
Good planner and organizer	_____ _____ _____	Poor planner and organizer
Like children	_____ _____ _____	Dislike children
Patient with children's questions	_____ _____ _____	Impatient with children's questions
Outgoing	_____ _____ _____	Withdrawn
Popular	_____ _____ _____	Not popular
Have large group of friends	_____ _____ _____	A few close friends
Have confidence	_____ _____ _____	Unsure around others
Give advice	_____ _____ _____	Not asked for advice
Outspoken	_____ _____ _____	Quiet
Sensitive to others	_____ _____ _____	Insensitive to others
Trust people	_____ _____ _____	Do not trust people
Volunteer	_____ _____ _____	Do not volunteer
Pleasant personality	_____ _____ _____	Do not have pleasant personality
Have a sense of humor	_____ _____ _____	"Touchy"
Not prejudiced	_____ _____ _____	Prejudiced

II. LEARNING PACKETS

A. TEACHER 09.228 (Learning Packet #1)

Teacher - a person who teaches some type of skills in different areas and different age levels. He organizes material to be presented, plans the lessons, teaches the lessons to the students and evaluates the students' achievements in his class.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Explore different subject areas or grade levels in which teachers are used.	1. Make a list of the different types of teachers there are in your school.	
	2. List all the other types of teachers you think there are besides those in your school.	
	3. Use the Dictionary of Occupational Titles to see if there are any types of teachers missing.	DOT
	4. Call staff personnel (Education Center) to ask them to send you a list of all the types of teachers.	
2. Investigate the different places a teacher may be employed.	5. Make a list of the places you think employ teachers.	
	6. Use yellow pages to find additional places of employment	Yellow Pages
3. Investigate the requirements necessary for becoming a teacher.	7. Complete job analysis form on several types of teachers including elementary and secondary and some type of higher education if possible.	
	8. Invite a college professor to the classroom for students to question.	

OBJECTIVES	ACTIVITIES	RESOURCES
4. Analyze the personality traits a teacher needs and the differences in traits of teachers at different levels.	9. Answer these questions: a. What personality differences do you notice (or remember) in your elementary and secondary school teachers? b. What do you think the personality of a college professor would be? c. What personality characteristics do you think a teacher should have? d. List personality characteristics of your favorite (best) elementary teacher and secondary teacher. e. List additional or special traits a teacher of the handicapped would have.	
5. Explore the basic skills a successful teacher needs.	10. Write a paragraph in which you tell the basic skills needed. 11. Role-play in which several students act as teachers and teach a brief lesson so they can tell what skills a teacher needs. 12. Make a collage showing people using the basic skills needed to be a teacher.	

Job Analysis for Teacher

Teacher's Name _____

Subject and Grade _____

1. Describe the responsibilities of the job.

2. What basic skills should a teacher have?

3. What schooling is required to be a teacher?

4. What is the starting salary?

5. What are the fringe benefits a teacher receives?

6. What advantages are there for the teacher to continue his education in reference to promotion?

7. How does a teacher become certified?

8. What is the length of the working year?

9. What are the possibilities and types of summer employment related to teaching?

10. What are advantages of teaching?

11. What are the disadvantages of teaching?

B. ADMINISTRATORS 091.118 (Learning Packet #2)

Principal - Administrative head of an elementary or high school whose administrative and supervisory duties require more time than his teaching load.

Superintendent - Administrative head of a city, county, or exempted village school district, administrative head of diocesan schools, or the administrative head of any non-tax supported school.

OBJECTIVES	ACTIVITIES	RESOURCES
1. List the requirements necessary for becoming an administrator. 2. Investigate the personality traits which an administrator should possess.	1. Complete job analysis by interviewing an administrator. 2. Invite your principal to the classroom. 3. List the personality characteristics you have observed in an administrator which differ from teachers and counselors. 4. Ask one of your principals the following questions: a. What kind of image should an administrator present to the community? b. What is the administrator's role in the community? c. What kind of image should an administrator present to students? d. What kind of image should an administrator present to the teacher?	

OBJECTIVES	ACTIVITIES	RESOURCES
3. Identify the responsibilities of an administrator.	5. List duties you've observed an administrator in your school performing. 6. Question the principal or assistant principal to find out their duties; list them.	
4. Investigate the types of jobs available to an administrator within a school system.	7. Call staff personnel (Education Center) and get the answers to the following questions: a. What types of jobs are there for principals? b. What are the types of jobs for superintendents and the duties for those jobs? c. What are the chances for advancement in the different types of administrative positions?	Education Center: 621-7010
5. Identify the places of employment possibilities for an administrator.	8. List places where administrators (with educational background) can be employed in the Cincinnati area besides the Cincinnati Public Schools. (Be sure to list all possibilities.)	Use Dictionary of Occupational Titles, yellow pages.

Job Analysis Questions for Principals

Name _____

Place Employed _____

1. What are the requirements for the job?

2. What are the advantages of the job?

3. What are the disadvantages of the job?

4. How does salary compare to a teacher's salary?

C. COUNSELOR 045.108 (Learning Packet #3)

Counselor - Counsels individuals and provides group educational and vocational guidance services. Assists individuals to understand and overcome social and emotional problems.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Investigate places where a counselor may be employed.	1. Make a list of places you think would employ counselors. 2. Make a list of the types of schools that would hire counselors.	
2. Enumerate the different types of jobs an individual counselor may hold within the school system.	3. Ask the school counselor about the types of counseling jobs which are available in the Cincinnati Public Schools. 4. Call Guidance Services at the Education Center (621-7010) to ask about the different types of jobs.	Dr. Worth Jones at the University of Cincinnati would be willing to help students with questions in counseling.
3. Gather information concerning the different activities in which a counselor may be involved.	5. List what you think a counselor's duties are and then ask the counselor what his job entails. 6. Using the things discovered in #5, role-play a situation which would be involved, such as a student with a problem, or a new student in school.	
4. Identify personal and educational qualifications necessary to be a counselor.	7. Invite a counselor to class to question him. 8. Complete job analysis form for counselor. 9. What personality characteristics do you think a counselor should have?	

Job Analysis for Counselor

Counselor's Name _____

School _____

1. Describe briefly the responsibilities of the job.

2. What education is required to be a counselor?

3. What are other requirements to be a counselor?

4. How does the starting salary differ from a teacher's?

5. Are there benefits additional to those given a teacher?

6. What are the promotion possibilities?

7. What is the length of the working year?

8. How does a counselor become certified?

9. What are the advantages of counseling?

10. What are the disadvantages of counseling?

D. SUPERVISOR 099.118 (Learning Packet #4)

Supervisor - One who is responsible for assisting and working with teachers in devising teaching methods and instructional materials.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Select from certification standards additional education and experience qualifications needed to become certified as a supervisor.	1. Write to the State Board of Education or University of Cincinnati to the attention of Supervisor Certification and inquire about requirements necessary and an application form.	
	2. Ask the school librarian to check for the book Laws and Regulations Governing Teacher Education and Certification; copy information and post on the class bulletin board.	Laws and Regulations Governing Teacher Education and Certification
	3. Fill out a mock application for supervisor in the teaching field that interested you after completing the Teacher Learning Packet.	
2. Identify supervisory activities and contrast these to teacher activities emphacizing the help teachers receive from supervisors.	4. Ask a teacher at school in the field which interests you to introduce you to his supervisor in order that you may ask him about his duties as a supervisor. Sample questions: a. How do you keep in touch with teachers? b. How many teachers (schools) do you visit and how often? c. Do you attend many education conferences? d. Do you come in contact with the community? e. Do you miss teaching?	

OBJECTIVES	ACTIVITIES	RESOURCES
3. Survey the future possibilities for the role of "supervisor" as it exists now.	5. Ask a teacher and/or principal in your school how he would suggest changing the role of supervisors.	

E. LIBRARIAN 100.118 (Learning Packet #5)

Librarian - Maintains library collection of books, periodicals, documents, films, recordings, and other materials, and assists groups and individuals to locate and obtain materials.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the requirements for becoming a librarian in a school.	1. Ask your school librarian the following questions: a. What type of schooling do you have? b. Are you a certified teacher? c. Why are you a librarian in a school? d. What is the difference in being a librarian in a school and a librarian elsewhere?	
2. Investigate personality traits of librarians in the schools.	2. Observe the school librarian and a librarian in a public library and compare the personality characteristics by listing the noticeable characteristics of each.	
3. List places of employment for a librarian besides in a school.	3. List places which employ librarians.	Telephone book. Call U.C. library.
	4. Visit places which employ librarians and observe them at work.	Suggested places: Art Museum library Hamilton County Court House Library Cincinnati Public Library (There are many other possibilities for libraries to visit.)

F. NURSERY SCHOOL TEACHER 359.878 (Learning Packet #6)

Nursery School Teacher - Organizes and leads activities of prekindergarten children in nursery schools or in playrooms. Organizes and participates in games, reads to children, and teaches them simple painting, drawing, handwork, songs and similar activities. Maintains discipline. May serve meals and refreshments to children and regulate rest periods.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Select institutions which employ nursery school teachers.	1. Survey your community using the yellow pages to discover separate institutions and "brainstorm" for possible industries which employ nursery workers; compile a list. You may wish to question the home economics teacher or students who have visited nursery schools through the home economics program.	University of Cincinnati, College of Home Economics, Child Development Center
2. Observe a nursery school operation to test your preference for this age group and range of activities.	2. Contact a nursery school and arrange for a visit, or visit the home economics room if they are studying child development at the time and have set up a nursery school.	
3. Analyze formal educational requirements necessary for becoming a nursery school teacher.	3. Call the University of Cincinnati College of Home Economics and inquire about the Child Development program. Answer: Is a college education necessary? If not, what are the minimum requirements.	
4. Demonstrate an ability or lack of ability to work with pre-school children.	4. Babysit for a pre-school child or visit a friend who has a little brother or sister; write a short description of your experience.	

G. EDUCATIONAL AIDE 09.099 (Learning Packet #7)

Educational Aide - Nonteaching employees in a school district who directly assist a teacher (certified employee) consistent with sound educational practices and procedures.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the placement possibilities for teacher aides	1. Call the personnel office at the Education Center and list the places for employment in the schools; how do you apply for the position?	
2. Identify personal and educational qualifications for teacher aides.	2. Interview a teacher aide at your school; then write a description of this aide considering: a. Is he interested in children? b. How does he communicate harmoniously with others? c. What qualities of maturity does he demonstrate? d. Where does he live? e. Is the sound of his voice pleasing? f. In what ways is he dependable? g. Is his appearance neat and attractive? h. How much schooling has he had? i. Is a special permit necessary?	

OBJECTIVES	ACTIVITIES	RESOURCES
3. Demonstrate the communication skills of a teacher aide.	3. Role-play a teacher aide as a security person dealing with a "lunch line breaker".	
4. Enumerate the varied duties (according to placement) of teacher aides.	4. Listen to a speaker from the Educational Opportunities Service (Education Center) describe duties of different jobs for which they are seeking employees; list the duties in the job area you like most. Search for a picture and list the duties with it for part of a class bulletin board on educational occupations.	Educational Opportunities Service - 621-7010.
	5. Review the bulletin board and make two lists of duties (teacher/teacher aide) which show the difference between teacher duties and teacher aide duties, realizing the teacher and/or administrator is evaluating the teacher aide.	Bulletin board area. Note: Can have sections in each area of Educational Aides with the possibility of expanding to the other learning packets.
5. Relate teacher and/or administrator evaluation of teacher aide to possibilities of advancement.	6. Report to the class (orally or bulletin board) types of advanced permits available to teacher aides.	

H. SPEECH AND HEARING CLINICIAN (THERAPIST) 079.108 (Learning Packet #8)

Speech and Hearing Therapist - Examines and provides remedial services for persons with speech and hearing disorders. Instructs speech handicapped persons in development of desirable speech habits by training them to control articulation and voice (SPEECH THERAPIST). Administrators initial pure-tone and speech audio-metric examinations to determine hearing threshold (HEARING THERAPIST). Counsels patients, families, and teachers on problems associated with hearing and speech disorders.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify specific problems treated by the speech and hearing therapist.	1. Using library resources, compile a list of problems treated by the speech and hearing therapist; then explain in a short paragraph why speech and hearing problems are so interrelated (thus the therapist must be familiar with both).	Occupational Outlook Handbook Occupational Library SRA Career Kit
2. Relate the role of the speech and hearing therapist to the school environment.	2. Ask the counselor about the procedure for using the services of a speech and hearing therapist and inquire as to how many students in the school presently are being helped. Record this information with the list of problems. (You may wish to contact and speak with a therapist at this time.)	
3. Discover personality traits which would help therapists to work effectively with children having disorders.	3. Survey the list of speech and hearing problems compiled in the first activity. List qualities you think a speech and hearing therapist should have to handle the problems.	
4. Collect information on certification for working in public schools.	4. Write the State Board of Education asking for certification requirements. Write: American Speech and Hearing Association 9030 Old Georgetown Road Washington, D. C. 20014	

OBJECTIVES	ACTIVITIES	RESOURCES
	Post any information received on the bulletin board. Call the personnel office, Education Center, and ask for certification requirements.	
5. Observe the activities of the students studying speech and hearing therapy.	5. Contact the University of Cincinnati College of Education (Special Education) and/or College of Arts and Sciences (Speech and Theater Arts) and arrange to sit in on a class (preferably laboratory oriented) and report to the career exploration class. (Make a list of the order of events in the college class. Observe and interview a student teacher in speech-hearing therapy.)	Use Teacher Observation Form.

III. APPENDIX

Classroom Observation

Students interested in elementary education will observe and help in any way possible for two full days in an elementary class. Arrangements should be made with an elementary school in the student's community for this observation. Either the student or the teacher can make the arrangement. Students will complete "Teacher Observation Form" and "Classroom Activity Observation Form (Elementary)" after each day of observing. The teacher observed will be asked to fill-in the checklist for "Student Observer" to help the course teacher gain an idea of the student's behavior.

Students interested in secondary education will choose the subject area in which they are interested and arrangements will be made by either the student or the teacher for the student to observe the teacher during the Career Exploration class time every day for two weeks. It is suggested that 9th graders observe a 7th grade class and that 10th graders observe in junior high school. The same evaluation procedure will be followed as above - students will complete "Classroom Activity Observation Form (Secondary)" and "Teacher Observation Form" and teacher observed will complete a checklist for "Student Observer."

Classroom Activity Observation Form (Elementary)

Subject _____ (Grades 4, 5, 6) Grade _____ Level _____
Class Size: boys _____ girls _____
What is the typical daily schedule? (Grades 1, 2, 3 only)

_____
_____
_____

Lesson Subject #1: _____
Materials being used (books, supplies, demonstration items):

_____
_____

Briefly describe the activity. _____
_____
_____

Choose 3 students and briefly note their activities:

Student #1: _____

Student #2: _____

Student #3: _____

Lesson Subject #2: _____
Materials being used: _____
_____
_____

Briefly describe the activity. _____
_____
_____

Choose 3 students and briefly note their activities:

Student #1: _____

Student #2: _____

Student #3: _____

Classroom Activity Observation Form (Secondary)

Subject _____ Grade _____ Level _____
Class Size: boys _____ girls _____
Lesson Subject: _____
Briefly describe the order of events for the lesson activity: _____
_____
_____

Observe 3 students and briefly note their activity:

Student #1: _____

Student #2: _____

Student #3: _____

Observing a Teacher

Name _____

Subject _____ Grade _____

Teaching Experience (Years) _____

Subjects certified to teach _____

Educational background _____

_____

_____

What are some other activities besides actual teaching you perform? ___

_____

_____

How do you feel about being a teacher? (likes, dislikes) _____

_____

_____

_____

Observe the teacher as an example for the following:

1. Appearance
2. Voice
3. Appropriate movements
4. Personality - Answer the following:
   a. How is authority demonstrated?
   b. How is fairness demonstrated?
   c. When is a teacher serious?
   d. List any other appealing traits you noticed.

Student Observer Evaluation

Student's Name _____

Date _____ Time in Classroom _____

	YES	NO
1. Was the student on time?	___	___
2. Was the student dressed neatly?	___	___
3. Was the student polite?	___	___
4. Did the student ask questions about you and your classroom?	___	___
5. Was the student attentive?	___	___
6. If given the opportunity, did he help the students?	___	___
7. Did the student show interest in the activities of the classroom?	___	___

Comments:

Did you mind having the student in your classroom? ___ ___

Are you willing to help the Career Exploration program again? ___ ___

Student Evaluation of "Occupations in Education"

	Yes	Could Develop	No	Need More Information
A good choice of career is important.	___	___	___	___
I have learned a lot about teaching.	___	___	___	___
I have learned about the types of jobs available.	___	___	___	___
I have discovered the salaries and fringe benefits.	___	___	___	___
I have qualities necessary to be a teacher.	___	___	___	___
I have interests which go along with teaching.	___	___	___	___
I have a personality which would be good for a teacher.	___	___	___	___

Check the Appropriate Statement:

My impression of teaching is

1. I definitely want to be a teacher. ___
2. I may want to be a teacher. ___
3. I'm not sure. ___
4. I don't want to be a teacher. ___

In reference to your answer on your impression of teaching, do you think this course has been beneficial? Yes ___ No ___

Why?

What else would you have liked to learn from this course?

What do you think, if anything, could have been omitted from the course?

Teacher Evaluation of "Occupations in Education"

After you finish each section of the course, please fill in the following form with any ideas you may have for improving the course. Send it to the supervising teacher, Career Education, Education Center after you finish it along with student evaluation.

List any suggestions to improve each section of the course in the space provided - whether additions, deletions, or adjustments.

I. Introductory Activities

II. Teacher

III. Administrator

IV. Counselor

V. Supervisor

V. Supervisor (Continued)

VI. Librarian

VII. Speech and Hearing Therapist

VIII. Nursery School Teacher

IX. Educational Aide

X. Other Ideas